20th RECE Conference 2012
Reconceptualizing the Field: Past, Present, and Future

SUNDAY, NOVEMBER 4, 2012

4:00 – 7:00 pm Registration, Lobby - Days Inn

ARTS EXHIBITION - “Tell me, teacher, is this wild?”
(Re)considering Child/hood Encounters with Nature
Casey Y. Myers
(This exhibition will continue throughout the evening.)

5:00 – 7:00 pm Welcome Reception
Arbor/Centre/Sylvan Rooms

7:00 – 8:30 pm PLENARY I
Arbor/Centre/Sylvan Rooms

Twenty Years of RECE: Talking ‘Business’ and the Construction of Inclusion/Exclusion
Marianne Bloch & Chelsea Bailey

‘Aroha ki te tangata’: Reconceptualizing Early Childhood Care and Education: Critical Questions, New Imaginaries and Social Activism
Cheryl Rau & Jenny Ritchie

MONDAY, NOVEMBER 5, 2012

8:00 - 8:30 am Registration, Lobby, Days Inn

8:30 - 10:00 am PLENARY II
Arbor/Centre/Sylvan Rooms

Collective Memory, Social Amnesia: The Politics of Social Change Movements

Through a Queer Lens: Recuperative Longings and the Reconceptualizing Past
Jonathan Silin

Remembering the Future
Joe Valente & Gail Boldt

Waiting for the Revolution
Michael O’Loughlin
10:00 - 10:30 am  Coffee Break

10:30 - 12:00 pm  PARALLEL SESSION I

Session 1  Children with Diversabilities in Families
Linden Room
Family & School Engagement: Negotiating Culture & Identity among Immigrant Families with Young Deaf Children of Immigrant Families
Christi Batamula

“Everybody is SO helpful”/ “Am I in a precinct?” Ethnic Stereotyping and Immigrant Mothers of Children with Disabilities
Gay Wilgus, Linda Ware, & Jan Valle

Session 2  Interactive-Affective Relations of Early Childhood
Arbor Room
Allá en la fuente había un chorrito, or Dancing in the Street with Freddie
Marissa McClure

“I look cool, he’s dead now.”
Shana Cinquemani

Where Skateboards and Superheroes Meet Wildfires
Alison Coombs

Session 3  Unpacking Discourses of Competence and Incompetence
Centre Room
“Raising a Socially Competent Child”: Unpacking the Concept of Social Competence
Eunae Son

The ‘Indignant Ones’ in Early Childhood Education and Care: Resistance of Children, Families and Early Childhood Educators and Teachers to Systemic Ecology and Their Natural Knowledge of Ecosophy
Suzanne Major

Reconceptualizing Homelessness and Children Experiencing Homelessness
Jinhee Kim

Session 4  Interpellation and Resistance Through Children’s Literature and the Media
Sylvan Room
Edutaining Children? Conceptualizing Childhood in a Korean Educational Broadcasting System (EBS)’s Popular Picture Book Series, Pororo
Lena Lee
The Greengrocer’s Childhood Subjectivities: Hegemony and Resistance within Early Childhood Settings
Marek Tesar

Which Immigrant Stories Are You Going to Bring into the Classroom? Veiled Ideologies in Korean Immigrant Picture Books
Jaehee Kwon

Session 5
Willow Room

Studying Schooling Experiences from Children’s Perspectives

“I am writing notes too”: Rethinking Children’s Roles in Ethnographic Research
Ysaaca Axelrod

The Eyes Don’t Change: A Longitudinal Study of 18 Kindergartners
Martha Lash

“I taught myself everything”: One Child’s Perception of Learning Without Schooling
Maylan Dunn-Kenney

12:00 - 1:00 pm Lunch on your own

1:00 – 2:00 pm Business Meeting: Preparation for the 21st Conference in Kenya
Centre Room

2:00 - 3:30 pm PARALLEL SESSION II

Session 1 Linden Room
Deconstructing And Queering Disablism

Queering the Location of Deafness within Special Education
Jennifer Scarboro Hensley

Identifying the Deaf Child: A Case of Public Interest?
Sigrid Bosteels

Examining the Disability Discourses of Early Childhood Pre-Service Teachers
Sue Mankiw

Session 2 Arbor Room
Coming Out of The Shadows: Young Children as Agency
Way-Showers

The shadow side of the theater: Interrogating upheld values of rugged-individualism
Will Parnell
Meaning-making in Literacy: Conocimiento Shadows of Multilingual Children
Elizabeth Quintero

Temporal Worlds: Arendt and Lyotard on the Event of Childhood
Kirsten Locke

Session 3
Centre Room

Tensions and Paradoxes in Teaching and Research: Globalization-Localization, Community-Individualization

Why Research in Early Childhood Education Needs to Globalize: ‘Evidence’ from Cambodia, the Philippines and Vanuatu
Emma Pearson

Experiences and Non-experiences of Dilemmas
Tomas Ellegaard

Methodological Reflections and Some Empirical Experiences
Kim Rasmussen

Session 4
Sylvan Room

Child Voice and Cultural Power

Who Speaks What to Whom: Giving Multilingual Families a Voice in Preschool Language Assessments
Sara Michael-Luna

What is Child Voice in the Context of Child Assessment?
Diti Hill, Roslin Sullivan, & Shannan McNair

Reframing Theoretical Lenses for Studying Social Engagement of Cultural and Linguistic Minority Children
Jooeun Oh

Session 5
Willow Room

Critical Examination of Early Childhood Curriculum and Practice on the Globe

The Chinese Preschool Curriculum Reform as Symptom of a Post-Modern Condition
Bing Xiao

Asian American Children’s Racial Identity Development: Broadening the Perspectives through Culturally Sensitive Research Approach
H. Sophia Han

Barefootness in the Kindergartens: Deconstructing the Early Childhood Institutions with Post-Structural Theories
Su Yun Choi

3:30 - 4:00 pm
Coffee Break
4:00 - 5:30 pm
PARALLEL SESSION III

Session 1
Linden Room

Ruptures in Early Childhood Education

Creating Ruptures in the Neo-liberal Agenda to Create New Lines of Flight for Australian Early Childhood Educators
Kylie Smith

The Arizona Early Childhood Block Grant Preschools: A Eulogy (and Post-mortem) of a “Successful” Policy
Mark Nagasawa

Ethical Fidelity in Early Childhood Education: Rethinking Curriculum Work Through Alain Badiou
Daniel Castner & Sandra Pech

Session 2
Arbor Room

Dismantling Hegemonies

Opening the Wall: Experimentation in Citizenship and Community
Patricia Lirette & Ann Grove

Susan L. Recchia & Dana Frantz Bentley

Contested Masculinities In The Toddler Room: The Risk (And Resilience) Of Relationship
Travis Wright

Session 3
Centre Room

Revisiting Culturally Relevant Pedagogy and Home-School-Community Partnerships

From Salvation to Inquiry: Pre-service Teacher’s Racial Understandings
Lucinda G. Heimer

Community Engagement and Curriculum with Latino and Middle-Eastern Children and Families in Second and Third Grades: The Odd Collusions between Cultural Relevance, Civic Engagement and Human Capital Theories in Teacher Education
Janice Kroeger, Hannah Harris, & Heather Hamrle

Rise Silent City, Sing: Kindergartners Find Voice Through a City Art Initiative Incorporated into a Negotiated Arts-Based Classroom Curriculum
Jonathan Shaw
Session 4
Sylvan Room
Social-Aesthetic Relations of Early Childhood: Research, Theory, Practice

Derearch
Christopher M. Schulte

Extra/ordinary Events: Children’s Art Making as Public Performance
Christine Marmé Thompson

Socio-spatiality of Child/hood/art
Kristine Sunday

Session 5
Willow Room
WORKSHOP - Examining the Discontinuity of Continuity in Early Childhood Theory and Practice
Betsy Cahill, Melissa Jozwiak, & Rachel Theilheimer

6:30 – 8:30 pm Conference Banquet: Nittany Lion Inn

TUESDAY, NOVEMBER 6, 2012

8:30 - 10:00 am PLENARY III
Arbor/Centre/Sylvan Rooms Video Studies of the Embodiment of Teaching and Learning in Preschools

“In a kindergarten class, you walk with [your hands on] hips and lips”: Controlling the Attention Deficit/Hyperactive Body in U. S. Early Schooling
Kyunghwa Lee

Embodiment, Empty-Mindedness, and Expertise in Japanese Preschool Teaching
Akiko Hayashi

Learning to Bow
Joseph Tobin

10:00 - 10:30 am Coffee Break

10:30 - 12:00 pm PLENARY IV
Arbor/Centre/Sylvan Rooms
Child Sexual Abuse – A Performance and Discussion

The Upper Room: An Interpretive ASL Performance about Sexual Abuse
Terrylene Sacchetti

Discussion
12:00 - 1:00 pm  Lunch on your own

1:00 - 2:00 pm  Business Meeting: Experience of the 20th Conference and Suggestions for the 21st Conference

Centre Room

2:00 - 3:30 pm  PARALLEL SESSION IV

Session 1  Linden Room

Bodily Habitus in Teaching and Learning

Storytelling as a Tool for Helping Deaf Children Acquire a Deaf Bodily Habitus in Deaf Preschools
Patrick Graham

Attempting to Disrupt an American Tragedy: Making Sense of Bodies and Place on The Bus in Teacher Education
Stephanie Jones & Rachel Monette

Young Children’s Mathematics in a Pre-K Class: Bodily Engagements, Dialogs and Practices
Elif Karsli & Melissa Freeman

Session 2  Arbor Room

Young Children and Post-Structural Capability: Using Spivak, Gopnik, Sen and Latina Critical Theory to Reconsider Cultural, Political and Academic Forms of Agency

Sus Voces: Immigrant Parents’ Perspectives on First Grade Pedagogy
Kiyomi Sanchez-Suzuki Colegrove

Agency as Capability: Using Humanistic Economics and Postcolonial Theory to Rethink Early Childhood Achievement Trajectories
Jennifer Keys Adair

Increasing Agency in a First Grade Classroom
Larissa Johnson

Session 3  Centre Room

Heteroglot Constructions and Understandings of Children from Multicultural Families

Rainbow Kindergarten, Rainbow Korea: A Cautionary Tale About Children from International Marriages
MinSoo Kim

Bakhtin’s Dialogic Process Applied to Dual Language Learners’ Dramatic Play
Lynn E. Cohen

Visual Storytelling in Young Immigrant Children's Lives: Drawing as a Socio-Cultural Exploration of In-Between Identity
Keon-Ryeong Park
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<td>A Missed Opportunity: Assessing the Implementation of Peace Circles from a Critical Perspective</td>
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<td>So this body that we are killing: Performing Public Pedagogies of Violence</td>
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<td>Vicky Grube, Olga Ivashkevich, &amp; Michele Bae</td>
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<td>Becoming Poptropica: The Emergence(s) of Speedy Raptor and the Gang</td>
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<td>Being Wholehearted: The Emotional Lives Of Female Full Professors In Educational Spaces</td>
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<td>Standardized Testing, Reductionism and the Preschool Child: A Metaphorical Analysis</td>
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<td>Theodora Lightfoot &amp; Ruth Peach</td>
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Counter colonization through Maori language revitalization in Aotearoa/New Zealand
Mere Skerrett

Session 4
Sylvan Room

Artful Stories in Constructions of Identity and Success

Going Beyond the Binary of Western Scientific Thought and [O]ther World Views in the ESL pre-K classroom? The “Artful Story” as an Intersection of an “Ethic of Resistance,” an “Intra-Active” Science Curriculum and Codes to Power
Timothy A. Kinard

Separating the Immigrant from the Child: White Preschool Teachers’ Identity Construction of Young Children of Immigrants in the U.S.
Nathaniel U. Weber

Conforming to Reform: Teaching Pre-kindergarten in a Neoliberal Early Education System
Christopher P. Brown

Session 5
Willow Room

WORKSHOP - Aesthetic and Artistic Methodologies to Explore Self and Identity in Relation to Reconceptualizing Early Childhood Education
Beth Powers-Costello

5:45 - 7:15 pm
Campus Tour: Child Care Center at Hort Woods
(By sign up only)

7:00 pm
Election Night Party at hotel restaurant
Location TBA

WEDNESDAY, NOVEMBER 7, 2012

8:30 - 10:00 am
PARALLEL SESSION VI

Session 1
Linden Room

Diverse Ways to Nurture Early Childhood Teachers’ Cultural Awareness

Developing an International/Intercultural Early Childhood Education Program
Susan Bernheimer & Joseph Timothy Sundeen

A White Teacher Educator Explores Teacher-Child Relationships with African American Preschool Teachers and Children
Linda J. Grant & Sammie Holloway
Improving Outcomes for Underserved Children and Families: Teaching toward Transformation in Early Childhood Teacher Education
Julia Lopez-Robertson, Gloria Boutte, Kelley Buchheister, & Susi Long

Session 2
Arbor Room

New Professionalism And Collaboration In Schools and Libraries

Network-Meeting for Development and Learning?
Ewa Ivarsson Alm & Marie Fryklund

A Feminist Case Study of Five Preschool Practitioners’ Engagement in the Collaborative Inquiry Process
Felicia V. Black

Blackberry Babies: Consequences of the Early Childhood Turn in Public Libraries
Victor J. Sensenig

Session 3
Centre Room

Educational Policies in Local and Global Contexts

Beyond the Survey: Using the Local to Inform Early Childhood Policies (A Proposed Model)
Deborah C. Wise

New State Policies and Everyday Life in Danish Kindergartens
Jan Kampmann

How Kindergarten Pedagogy is Produced, Organized and Interpreted through Quality Standards and Assessments
Line Togsverd

Session 4
Sylvan Room

Calls for the Ethics of Caring

Dying Young: Childhood Suicide
Teresa J. Rishel & Tammy Simpson

Lessons from the “Cared-for” in the Fiction of Patricia Polacco
Francis S. Broadway

10:00 - 10:30 am
Coffee Break

10:30 - 12:00 pm
PLENARY V
Critical Childhood Studies in Kenya and South Africa: Indigenous Perspectives & Contemporary Issues

Turkana Children’s Cultural Practices and Science Instruction in Kenyan Early Childhood Education
John Ng’asike
*Children with Dis/abilities in Namibia, Africa: Uncovering Complexities of Exclusion*
Magaret Bartlett

*Children’s Rights and Cultural Tensions in South Africa: Indigenous Perspectives*
Bekisizwe S. Ndimande

*Semiotics of Dis/ability in Kenya: The Convergence of Culture and Postcoloniality*
Beth Blue Swadener & Kagendo N. Mutua

12:00 - 12:30 pm
Closing Remarks
Arbor/Centre/Sylvan Rooms